***Who***

* Number students off into groups of four. There should be at least four groups to represent each new party.
* Two groups can work on the same party if there are more than 16 students. But each group must come up with a unique slogan.

***What***

* Each group will create a campaign slogan for one of Canada’s new political parties of the 1930s: Communist Party of Canada; Co-operative Commonwealth Federation; Social Credit Party; and Union Nationale.
* Groups must identify which Canadians they are appealing to, considering their ethnicities, races, classes, religions and genders.
* Slogans need to be catchy and concise. They should suggest what the party stands for and motivate a Canadian living in the 1930s to vote for them.

***When***

* This could be a good minds-on activity at the start of a class, prompting discussion on the rise of new political parties in Canada.
  + As a minds-on activity, teachers could omit the graphic design of the slogan and shorten the analysis of a recent campaign.
* Including the graphic design of the slogan and the introductory videos, the entire activity took about 50 minutes.

***Why***

* This activity introduced the historical thinking concept “Continuity and Change.”
  + Students learned how political rhetoric has changed and stayed the same throughout history.
  + They also explored how political parties spin their positions to attract voters.
* This activity could also be used in English, Politics or Civics classes during an election.
  + Students could create alternative slogans for political parties, which more accurately represent what the parties stand for. This would help them engage with the issues and skewer current political rhetoric.
* This activity strengthened cross-curricular skills as students had to analyse language. Literacy skills were reinforced for the forthcoming EQAO literacy test.
* As well, the activity highlighted equity and diversity issues in political campaigns.
* The activity was differentiated to accommodate verbal, auditory (video), visual (graphic design) and kinesthetic learners.
* It brought the dry content on new political parties to life and applied it to current concerns. On the required unit test, most students were able to recall the content and successfully apply what they had learned to create an editorial, outlining solutions to the Depression.
* To extend the activity, groups could also film a brief political ad for the party.
  + A two-minute political ad could outline how Canada fell into Depression, Depression-era hardships suffered by various groups of Canadians, existing political responses, and the new party’s proposition to voters.
  + This could engage musical learners and draw in more kinesthetic learners.
  + It would also function as an effective culminating activity for the unit, capturing the Depression’s enduring understandings.

***How***

* Because satire is educational and entertaining, show a one-minute video from the *Rick Mercer Report*, featuring kids as Canada’s federal leaders.
  + Tell students that, while funny, this is an example of how not to craft slogans.
  + You can find the video here: <http://www.youtube.com/watch?v=NcUOKfMn8gc>.
* Next, before the class breaks into groups, show 30-second videos of recent political ads.
  + I showed ads from the October 2011 Ontario election.
  + Most ads can easily be found on YouTube.
* As a group, deconstruct the ads and identify each party’s slogan. Talk about whether each slogan presented the party accurately.
  + Discuss the context and consider how the slogan could have capitalized on current fears or aspirations.
* Introduce the elements of a good political slogan, invoking current and historical political slogans at home and abroad. For example:
  + “Change we can believe in” – 2008 U.S. Democrats
  + “Forward. Together.” – 2011 Ontario Liberals
  + “You have a choice.” – 2011 Federal New Democrats
  + “King or Chaos!” – 1935 Federal Liberals
* Ask the group to brainstorm their slogan collectively. The best writer in the group can refine the slogan. The person with artistic skills can graphically design the slogan. And a kinesthetic learner can present the slogan to the class.
* Give each group 10 minutes to brainstorm the slogan, five minutes to refine it, and ten minutes to graphically design it.
* Ask groups to present their slogan, explaining their choices.
* Be sure to debrief issues of equity and diversity, exploring how political parties in the past and present have reinforced or collapsed stereotypes.

